

Gayville-Volin School District Improvement/Progress Report Form

Principle: 3 Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:25:04. Evaluation procedures. School districts shall ensure, at a minimum, that evaluation procedures include the following:

(8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified;

Students sixteen, or younger if needed are required to have a transition evaluation. Two of four files reviewed for transition showed no transition evaluations for students 16 or older.

Issues Requiring Immediate Attention

ARSD 24:05:25:06. Reevaluations

24:05:22:03. Certified child.

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

The monitoring team identified the following issue:

A student was reevaluated and the disability was changed from specific learning disability to emotional disturbance. The report date is 11/26/03. Evaluations on the prior notice to be evaluated were BASC, CBC and a previous psychological evaluation. Evaluations completed were the BASC and CBC. There were no scores listed on the psychologist report, nor in the multidisciplinary team report. There was no documentation to support the student's performance was 2.0 standard deviations or more below the norm in emotional functions, as measured in school, home, and community on nationally normed measures.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures proper identification of students with disabilities through the evaluation process.

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

To Identify students with correct disabilities through evaluation process.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Re-evaluate the student that was the area of concern.</p> <p>What data will be given to SEP to verify this objective?</p>			<p>N/A Student moved away</p>	
<p>Please explain the data (6 month)</p> <p>Our school district started this procedure immediately after the State Sped Review, however, then the student moved to another private school district.</p>				
<p>2. What will the district do to improve? A list of all students' birthdays will be developed and transition evaluations will be given to all students before their 16th birthday.</p> <p>What data will be given to SEP to verify this objective? The number of students turning 16 and the number who had transition evaluations will be sent to the SEP.</p>	<p>Fall 2005</p>	<p>Sped Tchr, Psychologist, and special services</p>	<p>A list was created Fall 2005. This is housed in the Special Education Room. Transition Evals have been given to students before their 16th birthday. Info will be sent</p>	

Please explain the data (6 month)				
A list was created this fall with all 16th birthdays of IEP students. This information is kept in the resource room with the special education teachers. A copy will be given to SEP.				
Please explain the data (12 month)				
3. What will the district do to improve? Attend a transition workshop	Feb. 18, 2005	Special Education Staff	Met 12/01/05	
What data will be given to SEP to verify this objective? Documentation of attendance to in-service				
Please explain the data (6 month)				
Email transition questions to other special education teachers in the SE Area Coop. Reports reviewed by Special Education Director				
Please explain the data (12 month)				
Principle: 4 Procedural Safeguards				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
<u>ARSD 24:05:30:15-Surrogate Parent</u> Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of a child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
The district will ensure the rights of a child are protected if a parent can not be identified, by having a surrogate parent assigned.				

6 month reporting date 02/06/06 received 12/01/05
 Closed 12/01/05

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will assign and train perspective surrogate parents.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Working with the Southeast Area Coop to get training for the parents. The district will develop a list of possible surrogate parents.</p> <p>What data will be given to SEP to verify this objective? The date of training and when the list was completed will be sent to the SEP for verification.</p>	October 2005	Supt.	Met 12/01/05	
<p>Please explain the data (6 month) A list is on file in the district office of surrogate parents. The surrogate parent list consists of willing parents who have been a part of the IEP process in the Gayville-Volin School District. A list is on file in the district office of surrogate parents.</p>				
<p>Please explain the data (12 month)</p>				

Principle: 5 Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01:03 Content of Individualized Education Plan

Each student's individualized education program shall include:

(3) A statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student:

- (a) To advance appropriately toward attaining the annual goals;
- (b) To be involved and progress in the general curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and
- (c) To be educated and participate with other students with disabilities and non-disabled students in the activities described in this section;

(6) The projected date for the beginning of the services and modification described in this section and the anticipated frequency, location, and duration of those services and modifications;

A student's IEP must contain present levels of performance based on the skill areas affected by the student's disability. The present levels of performance are based on parent input and should be a reflection of the functional assessment information gathered during the comprehensive evaluation. The areas to be addressed are required to be in the present levels of performance. In addition, how the child's disability affects his/her progress in the general curriculum must be addressed. The present levels of performance in 5 of the 22 files reviewed by the monitoring team did not document specific skill areas to be addressed.

The monitoring team concluded annual goals or short term objectives were not measurable and reasonable for students to accomplish within one year. Nine of fifteen files did not have measurable annual goals and did not state the criteria or condition.

Teachers do not implement modifications for students in the regular classroom and they regular classroom teachers do not receive copies of the IEPs.

Through five of fifteen files reviewed the monitoring team concluded the configuration of services did not consistently list service, frequency or location.

Through a review of student records, the justification for placement did not include an explanation of why the student could not participate with his/her non-disabled peers in six out of fifteen files.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All IEP's will contain all required content.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

1. What will the district do to improve?
In-service on IEP content

What data will be given to SEP to verify this objective?
Documentation and verification of in-service topics covered and who attended will be sent to the SEP office.

Fall 2005

Dir. of Sped

Met
12/01/05

Please explain the data (6 month)
Meeting with Linda Shirley-State Sped Review Team- for new special education teachers. Linda instructed how to write IEPs and informed the two teachers about special education in South Dakota. Special Education teachers will periodically submit written IEPs for monitoring purposes. This will be ongoing throughout the school year.

Please explain the data (12 month)

<p>2. What will the district do to improve? Teachers will receive copies of goal pages and modifications for all students on IEPs.</p> <p>What data will be given to SEP to verify this objective? A written verification from all regular education teachers stating they received goal and modification pages. Special Education staff will monitor regular education staff and write a summary of how the modifications are being implemented in the regular education classroom, and send the results to SEP.</p>	<p>Fall 2005</p>	<p>Special Education Staff</p>	<p>Met 12/01/05</p>	
<p>Please explain the data (6 month) Regular Education teachers were given copies of goals and modification sheets. Plus IEP snapshots were developed by the Special Education teachers. Updated IPE information is communicated via email and by verbal conversations with regular education teachers. Plus, the special education teachers and special education director attended the Special Education Teacher Academy in Sioux Falls—October 25, 2005. At this academy modification/accommodation information was presented.</p>				
<p>Please explain the data (12 month)</p>				
<p>3. What will the district do to improve? Functional assessment information will be used to write skill based present levels of performance with all required content.</p> <p>What data will be given to SEP to verify this objective? The special education director will check all IEPs and report the number of present levels of performance that contain all required content.</p>	<p>Fall 2005</p>	<p>Special Ed. Director And Special Education Staff</p>	<p>Met 12/01/05</p>	
<p>Please explain the data (6 month) Meeting with Linda Shirley-State Sped Review for new special education teachers. Discussed functional assessments. Meeting with Ranah Sample- SE Area Coop Psychologist. Discussed functional assessments. Special Education documents reviewed by Special Education Director.</p>				

Please explain the data (12 month)				
<p>4. What will the district do to improve? In-service for all staff to learn more about modifications and accommodations.</p> <p>What data will be given to SEP to verify this objective? Documentation and verification of in-service topics covered and attendance.</p>	Spring 2005	Dir. of Sped	Met 12/01/05	
Please explain the data (6 month) Special education teachers and special education director attended the Special Education Teacher Academy in Sioux Falls—October 25, 2005. At this academy modification/accommodation information was presented.				
Please explain the data (12 month)				
<p>5. What will the district do to improve? All goals and objectives will be measurable in a one year time frame, and have the criteria and condition listed.</p> <p>What data will be given to SEP to verify this objective? The special education director will check all IEPs and report the number of goals and objectives with required content.</p>	May 05 and ongoing	Special Ed. Director And Special Education Staff	This will occur ongoing throughout the year.	
Please explain the data (6 month) The special education director has been reading through IEP's to be sure goals and objectives have been measurable. Linda Shirley has been sent some of the goals to verify that they were written correctly on a periodic basis.				
Please explain the data (12 month)				

<p>6. What will the district do to improve? All configurations of services will list frequency and location.</p> <p>What data will be given to SEP to verify this objective? The special education director will check all IEPs and report the number with the required content.</p>	<p>May 05 and ongoing</p>	<p>Special Ed. Director And Special Education Staff</p>	<p>This will occur ongoing throughout the year.</p>	
<p>Please explain the data (6 month) The special education director has been reading through IEP's to be sure goals and objectives have been measurable. Linda Shirley has been sent some of the goals to verify that they were written correctly on a periodic basis.</p>				
<p>Please explain the data (12 month)</p>				

<p>7. What will the district do to improve? Justification statements will have an explanation of why the student can not participate with his/her non-disabled peers.</p> <p>What data will be given to SEP to verify this objective? The special education director will check all IEPs and report the number of justification statements that listed the required content.</p>	<p>May 05 and ongoing</p>	<p>Special Ed. Director And Special Education Staff</p>	<p>This will occur ongoing throughout the year.</p>	
<p>Please explain the data (6 month) The special education director has been reading through IEP's to be sure goals and objectives have been measurable. Linda Shirley has been sent some of the goals to verify that they were written correctly on a periodic basis.</p>				
<p>Please explain the data (12 month)</p>				